A short resume of research

The thesis entitled

A STUDY OF THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTION OF TEACHERS' NONVERBAL IMMEDIACY BEHAVIOR AND' ACADEMIC MOTIVATION, AFFECTIVE LEARNING AND EVALUATION OF TEACHERS' PERFORMANCE

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Submitted to

School of Educational Sciences

Swami Ramanand Teerth Marathwada University, Nanded

For the Requirement of the Degree of Doctor of Philosophy in Physical Education

May, 2016

INDEX

1. Introduction	**Page No**
1.1) Introduction	01
1.2) Statement of the Problem	01
1.3) Need and Significance of the study	01
1.4) Operational Definitions	03
1.5) Assumptions	04
1.6) Objectives	05
1.7) Research questions	05
1.8) Hypothesis	05
1.9) Limitations	06
1.10) Delimitations	06
2. **Review of Related Literature**	**0**7 -14
3. Research Methodology	
3.1) Selection of Subject	15
3.2) Selection of Variables	15
3.3) Procedure	16
3.4) Criteria of Measures	16
3.5) Reliability and Validity	18
3.7) Collection of Data	18
3.8) Statistical Analysis	19
4. Data Analysis and Interpretation of Results	
4.1) Introduction	20
4.2) Descriptive Analysis	20
4.3) Hypothesis testing	20
4.4) Discussion	20
5. Summary, Conclusions and Recommendations	
5.1) Introduction	21
5.2) Summary	21
5.3) Major Findings	21
5.4) Conclusions	21
5.5) Recommendations	21
6. Time Management of Research	22
7. Chapterization	23
8. Bibliography	24

CHAPTER 1

INTRODUCTION

1.1) Introduction of Topic

The concept of immediacy was introduced by psychologist Albert Mehrabian (1971) and refers to the degree of perceived physical or psychological closeness between people in a relationship. He defined the immediacy principle in terms of the hidden messages that people use to signal approach and avoidance. When someone engages in immediacy behaviours, we perceive that person as communicating a desire to approach us. When someone communicates a desire to approach us, it is like saying, "I like you." Most of us want to be liked and we often like those people who like us. Immediacy behaviour has two different parts, verbal immediacy and nonverbal immediacy. Immediacy (perception of closeness) is created primarily by the nonverbal behaviors a person uses. Behaviors that are most associated with nonverbal immediacy include closer physical distance; increased eye contact; smiling; vocal variety; more direct body orientation; a more open, relaxed, and accessible posture; and forward lean. These nonverbal behaviors reflect liking and are perceived as being warm, active, inviting, approachable, dynamic, and engaging.

When teachers use nonverbal immediacy behaviors, perceptions of liking and approachability are communicated to students who, in turn, respond positively. The teacher's immediacy behaviors in the classroom influence the students' perception of the teacher's interest and involvement in the course content. When the immediacy behaviors are appropriate to the situation, the influence is positive. Conversely, students of teachers who demonstrate lower levels of immediacy behavior report lower levels of learning behaviors.

In every domain of human organization, including professional employment, sports, and social life, the study of types (intrinsic and eccentric) and levels of motivation has been extensive. In education, for instance, most of the researchers seem to centre on identifying different types of motivation in various student populations. The academic achievement of the student directly related to the academic motivation of the students. It is essential to understand what the factors behind students' academic motivation are. Teacher (instructor) may have an effect on students' academic motivation. We all have a favour teacher and we used to prefer the subject which they used to teach us. On the other hand student has less preference on subject which is taught by a

teacher whom they don't like. The physical and psychological closeness is developed by the perceived teachers' immediacy behaviour of student. The study will be trying to find out the relationship between perceived teachers' nonverbal immediacy behaviour and students' academic motivation.

In this study the researcher is also going to seek the relationships between perceived teachers' Nonverbal immediacy and Bachelor degree students' affective learning and students' evaluation of teacher performance of different Arts and science colleges in Kerala. Nonverbal immediacy and its relation to how students view their classroom instructors has been the focus of several past studies. Research of teacher immediacy shows instructors who demonstrate high immediacy, both verbal and nonverbal, have a positive impact on student learning. These studies tend to focus on how does physical education teacher's nonverbal immediacy effect on students perceived motivation, affective learning and evaluation of teacher among bachelor degree students who opted physical education subject in different colleges of Kerala.

It is important to discover how students' perceive their physical education professors' nonverbal immediacy behaviour and how do students evaluate their teacher? Finally how teachers' nonverbal immediacy behavior does effect on students' academic motivation and affective learning?

1.2) Statement of problem

The purpose of the study is to determine the relationships between perceived teachers' nonverbal immediacy and students' academic motivation, affective learning and evaluation of teachers' performance among under graduate students in Kerala?

1.3) Need and Significance of the study

The findings of present study are expected to have many fold uses.

- The finding of the present study is expected to be helpful to the Student and Teachers, to know about the importance of nonverbal immediacy behavior in teaching- learning process.
- Physical education instructors will be enabled to understand their strength and weakness in nonverbal immediacy behavior in class room lecture.

- This study will help to understand how students perceive their teachers' nonverbal immediacy in physical education classes.
- This study brigs awareness about what are the important nonverbal behaviors causes immediacy among bachelor degree students in Kerala.
- This study will bring awareness about affective learning and its importance in teaching-learning process.
- This study will help to understand the academic motivation of bachelor degree students of Kerala.
- The findings will be also expected to useful for the bachelor degree students to identify the type of their academic motivation.

1.4) Definitions and Explanation of Terms:

***Immediacy*[1]-** The degree of perceived physical and /or psychological closeness between people.

***Teachers' Immediacy*[2] -**Verbal and nonverbal communication in the classroom such as smile, head nods, use of inclusive languages and eye contact.

***Nonverbal Immediacy Behavior*[3]-** Teachers' use of face to face interaction with student, eye contact, smiling, and body movement.

***Motivation*[4] -**Motivation refers to "the reasons underlying behavior".

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[1]McCroskey, J. C., Richmond, V. P., & McCroskey, L. L. (1956). Nonverbal Communication in Instructional Contexts. *The SAGE Handbook of Nonverbal Communication*, 421-436. doi:10.4135/9781412976152.n22

[2] Baringer, D. K., & McCroskey, J. C. (2000). Immediacy in the classroom: Student immediacy.*Communication Education*, *49*(2), 178-186. doi:10.1080/03634520009379204

[3] Richmond, V. P., McCroskey, J. C., Kearney, P., & Plax, T. G. (1987). Power in the classroom VII: Linking behavior alteration techniques to cognitive learning. *Communication Education*, *36*(1), 1-12. doi:10.1080/03634528709378636

[4] Wigfield, A., & Eccles, J. S. (2002). Students' Motivation During the Middle School Years. *Improving Academic Achievement,* 159-184. doi:10.1016/b978-012064455-1/50011-7

***Academic motivation*[5] -**Academic motivation is a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence.

***Intrinsic motivation*[6]-**Intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward (Ryan and Deci, 2000).

Extrinsic motivation -Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

***Affective Learning*[7] -**The development of favourable or unfavourable attitude towards course, the teacher or learning in general.

1.5) Assumptions:

- It is assumed that the students will actively participate during the administration of questionnaire.
- It is assume that the questionnaires will be administrated among subject under the supervision of research scholar.
- It is assume that the all doubt of the students will be clarified before administrating the questionnaires.
- It is assumed that the guidance will be given about the particular questionnaire before administrate it.

[5] DiPerna, J. C., & Elliott, S. N. (n.d.). Academic Competence Evaluation Scales. *PsycTESTS Dataset*. doi:10.1037/t14965-000

[6] Christophel, D. M. (1990). The relationships among teacher immediacy behaviors, student motivation, and learning. *Communication Education*, *39*(4), 323-340. doi:10.1080/03634529009378813

[7] Bloom 1956

1.6) Objective

Objectives of the present study are laid down as follows;

- To determine if there is a relationship between students perception of teachers' nonverbal immediacy behavior and students' perceived affective learning among bachelor degree students of Kerala.
- To study the relationship between teachers' nonverbal immediacy behavior and teachers performance (scored by students).
- To study the effect of teachers nonverbal immediacy on Academic motivation of bachelor degree students in Kerala.
- To analyze the 'physical education instructors' nonverbal immediacy in physical education classes.
- To develop the physical education instructors' nonverbal immediacy behavior in class room lecture.
- To study the level of academic motivation of bachelor degree students in Kerala.

1.7) Research questions:

1. Is there any relationship between students' perceived affective learning and perceived teachers' nonverbal immediacy?
2. Is there any relationship between students' intrinsic academic motivation and perceived teachers' nonverbal immediacy?
3. Is there any relationship between students' eccentric academic motivation and perceived teachers' nonverbal immediacy?
4. Is there any relationship between perceived teachers' nonverbal immediacy and students' evaluation of teacher performance?

1.8) Hypotheses:

1. There will be a significant correlation between students' perceived affective learning and students' perception of teachers' nonverbal immediacy.
2. There will be a significant correlation between students' intrinsic academic motivation and students' perception of teachers' nonverbal immediacy.
3. There will be a significant correlation between students' eccentric academic motivation and students' perception of teachers' nonverbal immediacy.

4. There will be a significant correlation between students' perception of teachers' nonverbal immediacy and students' evaluation of teachers' performance.

1.9) Limitation:

- All questionnaire technique will be recognized as a limitation of the study.
- Although the administration to the students will be done anonymously (no name) they might be influenced to score the teachers' immediacy scale higher in fear that their teacher does read the class response.

Delimitation

The study will be delimited as follows:

- The study is delimited only to the Arts and science colleges in Kerala.
- The study is further delimitated to sample of 1000 male and female Bachelor degree students of Kerala who opted physical education as an optional subject in their course, aged range between 17 to 25 years.
- This study is further delimitated to students' perception of physical education instructors' nonverbal immediacy in class room lecture.
- The study is further delimitated to Bachelor degree students' perceived affective learning towards "physical education subject.
- This study is delimitated to Bachelor degree students' intrinsic and eccentric academic motivation.
- The study further delimitated to questionnaires, Nonverbal Immediacy Scale-Observer Report (NIS-O), Academic Motivation Scale (AMS-C 28) College Version and Measuring Affective Learning and Instructors Evaluation.

Chapter 2

Review of Related Literature

Research scholar has made sincere efforts to gather the ideas related to the present study. The investigator has tried his level best to collect and quote the findings on the relative studies and have classified the reviews under four headings.

Luke LeFebvre et al. (2014) "Teacher immediacy and student learning: An examination of lecture/laboratory and self-contained course sections" This study examined teaching assistant's immediacy in lecture/laboratory and self-contained classes. Two hundred fifty-six students responded to instruments measuring teachers' immediacy behavior frequency, perceptions of instruction quality, and cognitive learning. No significant difference was identified when comparing lecture/laboratory and self-contained teaching assistants' immediacy behaviors. But all students who observed frequent immediate behaviors demonstrated higher affective and cognitive learning. Teaching assistants' ratings had significantly higher levels of faculty-student interaction for self-contained sections but lecture/laboratory sections were significantly higher for student effort/involvement.

Rebecca R. Mullane (2014) "Student's Perception of Teacher Immediacy Behaviors on Student Success and Retention". This investigation tested the relationship and the fit for a causal model between both verbal and nonverbal teacher immediacy behaviors in the classroom and affective learning, cognitive learning, and student success and retention. Data was collected from two distinct populations, a large Midwestern university and a Midwestern community college. Results indicate that both verbal and nonverbal teacher immediacy behaviors independently predict or cause a level of affective learning and cognitive learning, and affective learning predicts or causes cognitive learning, further supporting that path model. Practical implications of these findings are discussed and recommendations for areas of future research development are advanced.

Jan Richardson Singletary (2013) "Teacher Nonverbal Immediacy: A Study of Its Effect on Student Academic Progress and End of Course Test Performance in a Rural Alternative High School". School of Education, Liberty University, June, Meeting the needs of all students is a continuing challenge for educators. Schools across the nation are designing programs to foster

student achievement and graduation. Alternative education programs are gaining in popularity among students who have not succeeded in traditional schools and would previously have dropped out of school. It is essential that teachers connect with students so that students believe teachers care about them and their education. In this quantitative study, a significant correlation was found between students' perception of teacher immediacy, determined with the Nonverbal Immediacy Scale – Observer Report (NIS-O), and their rate of academic progress as measured by the number of hours he/she was academically engaged in earning a Carnegie unit. A significant correlation was not found between teacher immediacy and a student's End of Course Test (EOCT) score. Spearman correlations of each of the two variables of interest with individual items of the NIS-O showed significant negatives correlations of the hours required to earn a Carnegie unit with several survey items.

Samuel A. Crecelius (2013) "The Effect of Socioeconomic Status on Student Perceptions of Instructional Communication Behaviors". In spite of desegregation and efforts to provide equitable education for all students, minorities and students living in poverty continue to underperform their peers. Education theorists have attributed this achievement gap to a cultural mismatch between students and their teachers and schools. At the same time, instructional communication research has found that cultural differences may influence student perceptions of teacher communication behaviors and that these behaviors have an effect on learning outcomes. Interestingly, while race has received extensive study in the instructional communication literature, little research has examined the role of socioeconomic status on students' perceptions of instructor communication behaviors. The current study attempted to bridge this gap by examining the extent to which a student's family income and first generation college student status affect perceptions of teacher nonverbal immediacy, clarity, and credibility. Data were derived from surveys completed by students enrolled in an entry level communication course and analyzed using multivariate methods. No significant effects were observed; however, a review of effect sizes suggests that family income may influence students' perceptions of their instructor's communication behaviors. While non-significant, these findings contribute to existing instructional communication research and provide some empirical evidence for the conceptual framework on which the study was based. Further research is recommended to establish a greater understanding of these phenomena.

Vania Littlejohn (2012) "Student and Teacher Perceptions of Teacher Immediacy Behaviors and the Influence of Teacher Immediacy Behaviors on Student Motivation to Learn Science" The purpose of this study was to reveal high school science student perceptions of teacher communication patterns, both verbal and nonverbal, and how they influence their motivation to learn science.The researcher utilized a nonexperimental, quantitative research design to guide this study. Teacher and student data were collected using the Teacher Communication Behavior Questionnaire (TCBQ). The Student Motivation to Learn Instrument (SMLI) across gender, ethnicity, and socioeconomic status survey was used to evaluate student motivation in science. Participants were encouraged to be honest in reporting and sharing information concerning teacher communication behaviors. The data revealed that teacher immediacy behaviors, both verbal and nonverbal, were perceived differently in terms of student gender, ethnicity, and socioeconomic class. The results showed that teachers who display positive communication behaviors and use challenging questioning followed with positive responses create pathways to potentially powerful relationships. These relationships between teachers and students can lead to increased student motivation and academic achievement in the science classroom.

Jane Brown Teel (2011) "An Examination of the Relationship between Cognitive Learning Style Preference and Nonverbal Immediacy Behaviors in Undergraduate Students". This study examined the relationship between undergraduate students' nonverbal immediacy behaviors as measured by the Nonverbal Immediacy Scale-Self Report and cognitive learning style preferences - Concrete Sequential (CS), Abstract Sequential (AS), Abstract Random (AR), and Concrete Random (CR) - as measured by the Gregorc Style Delineator (GSD). The study was guided by the following research questions: (1) What is the relationship between gender and nonverbal immediacy and cognitive learning styles?; (2) What is the relationship between age and nonverbal immediacy and cognitive learning styles?; (3) What is the relationship between major/college and nonverbal immediacy and cognitive learning styles?; and (4) What is the relationship between participant's level of nonverbal immediacy and their cognitive learning style preference?The data were analyzed using a multiple regression with stepwise procedure .Results from the analysis indicated a significant relationship between the NIS-S scores and AS. The interaction of NIS-S scores and age was a predictor of CS, AR, and CR. Gender predicted AS and AR at a statistically significant level. College was a predictor for CS. A significant relationship was found between AR and CR and the interaction between NIS-S scores and college.The findings

of this study indicate that as teachers observe the level of students' nonverbal immediacy in the classroom, nonverbal immediacy behaviors can aid in the identification of cognitive learning style. The inclusion of immediacy instruction in teacher education programs is recommended. Implications for future research are included.

Vincent Santilli et.al (2011) "A Comparison of the Relationship between Instructor Nonverbal Immediacy and Teacher Credibility in Brazilian and U.S. Classrooms". Sixty-six students at a Brazilian university and 100 students at a large university in the Southeastern United States completed measures of nonverbal immediacy and source credibility regarding the instructor in the class immediately prior to the one in which the research took place. Among U.S. students, perceived instructor nonverbal immediacy behavior was positively associated with all 3 dimensions of source credibility: competence, trustworthiness, and caring. Among Brazilian students, instructor nonverbal immediacy was positively related to competence and caring only. The relationship of nonverbal immediacy to instructor competence was stronger Brazilian than it was for U.S. students.

Kemal Sinan Ozmen (2011) "Perception of Nonverbal Immediacy and Effective Teaching among Student Teachers: A Study across Cultural Extremes". This study investigates the perception of nonverbal immediacy behavior with regard to effective teaching among student teachers of English language teaching (ELT) programs from a cultural aspect. Nonverbal immediacy behavior fosters various educational objectives such as affective learning, cognitive learning and motivation. Like many aspects of communication, nonverbal immediacy behavior constitutes cultural components that display differences among cultures. The present research was conducted on 450 student teachers studying in ELT undergraduate programs in Japan, Turkey and the USA. Nonverbal Immediacy Scale and a questionnaire item were utilized in a survey model. The findings indicated that each of the cultures considers nonverbal immediacy as an indispensable part of effective teaching, which also revealed that nonverbal immediacy positively correlates with effective teaching. Also American student teachers believe 'touching' is a critical variable in defining effective teaching. This study indicated while the perceptions of the nonverbal immediacy behavior vary across cultures, its use in effective teaching is considered to be indispensable by the student teachers.

Credence Baker (2010)."The Impact of Instructor Immediacy and Presence for Online Student Affective Learning, Cognition, and Motivation". This study sought to examine instructor immediacy and presence in an online learning environment in relation to student affective learning, cognition, and motivation. It found a statistically significant positive relationship between instructor immediacy and presence. It also found that the linear combination of instructor immediacy and presence is a statistically significant predictor of student affective learning, cognition, and motivation. However, it did not find instructor immediacy to be a significant individual predictor of the aforementioned variables, whereas it did find instructor presence to be a significant individual predictor. The study also showed that students in synchronous online courses reported significantly higher instructor immediacy and presence. Implications for researchers and practitioners of online instruction are discussed at the conclusion of the paper.

Jonathan J. Velez et al. (2008) "The relationship between teacher immediacy and student motivation" This descriptive correlational study examined the relationships between teacher immediacy and student motivation. Specifically, verbal and nonverbal independent variables were compared with dependent traits of expectancy-value and approach-avoidance motivation. Students self-reported perceived levels of instructor immediacy and self-rated their resulting motivation. The measures of verbal and nonverbal immediacy showed a substantial positive correlation with each other; nonverbal immediacy and expectancy-value evidenced a moderate association. In addition, approach showed a moderate positive correlation with avoidance. Results indicated immediacy does have an association with motivation, specifically nonverbal with expectancy-value. Students also indicated a difference in immediacy between professors and graduate students. These differences yield important insight into ways instructors can analyze and reflect on classroom communication methods. This study provides useful, descriptive data indicating the need and direction for future research.

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Denise Tabasco (2007) "Investigation of the Relationships among Teachers Immediacy and Creativity, and Students Perceived Learning" In this study the researcher studied the relationships between teachers immediacy, creativity, and students perceived learning at the secondary level, thus merging teacher immediacy and teacher creativity for the first time. This study has several purposes: (a) to analyze the relationship between a teachers immediacy and creativity as scored by the Teacher Immediacy Inventory and the Torrance Tests of Creativity Thinking (TTCT) respectively (b) to determine if teachers immediacy and creativity impacted their respective 9-12 students perceived mathematics learning, and (c) to analyzing the relationship between teachers self-scored immediacy with their student-scored immediacy. In this quantitative study, the researcher did not manipulate the variables or arrange for events to happen. The research was completed under natural conditions with existing instruments already proven valid and reliable. Data was collected from a suburban high school in the Mid-Atlantic area with 304 students and 16 teachers participating. The results of this study showed that the more flexible a teacher, the more nonverbal immediacy the students felt from that teacher. The same occurred with the fluency of a teacher, the more fluent the teacher, the higher their nonverbal immediacy score. With the creativity traits of originality, elaboration, and resisting premature closure the significant findings were very interesting to analyze as the immediacy scores did not rise as the creativity scores increased. With these three creativity traits there was a specific point in which too much creativity produced lower immediacy scores. Interestingly, the point in which this happened was very similar with each specific pairing. Students perceived learning scores were significant when analyzed with creativity and with nonverbal immediacy. Teachers self-scored immediacy was also significant when analyzed with the scores given by their perspective high school students. While research independently supports teacher immediacy and creativity impacting various levels of learning, numerous gaps were addressed in this dissertation: (1) immediacy studied at the pre-collegelevel,

(2) merging teacher immediacy and creativity and (3) analyzing the perceived learning of secondary students.

Melinda Findley (2007) "The Impact of Gender on Instructor Nonverbal Communication from the Perspectives of Learner Affect and Learners' Perceptions of Instructor" Past research on instructor nonverbal behaviors has focused on the effects of immediacy and dominance on cognitive learning, affective learning, and learners' perceptions of instructor. This study built on that research by removing the focus on immediacy and dominance behaviors; rather, the authors compiled a broad list of nonverbal behaviors representative of those instructors use in the classroom. Furthermore, student respondent gender and instructor gender were coded to determine their impact on findings. Key findings included few gender differences in the student responses; instead, the major difference occurred in the nonverbal behaviors students identified for male and female instructors.

Melanie Grellhesl et al.(2004) "An Investigation of College Students' Perceptions of Teaching Assistants' Immediacy Behaviors" The knowledge of effective teaching skills is irreplaceable in the enhancement of student cognitive and affective learning. This study analyzed college students' perceptions of their teaching assistants' nonverbal immediacy behaviors. A total of 226 college students voluntarily participated in the study. Results revealed that there were sex differences among perceptions of nonverbal immediacy behaviors.

Melinda Findley (2004) "The Impact of Gender on Instructor Nonverbal Communication from the Perspectives of Learner Affect and Learners' Perceptions of Instructor" Past research on instructor nonverbal behaviors has focused on the effects of immediacy and dominance on cognitive learning, affective learning, and learners' perceptions of instructor. This study built on that research by removing the focus on immediacy and dominance behaviors; rather, the authors compiled a broad list of nonverbal behaviors representative of those instructors use in the classroom. Furthermore, student respondent gender and instructor gender were coded to determine their impact on findings. Key findings included few gender differences in the student responses; instead, the major difference occurred in the nonverbal behaviors students identified for male and female instructors.

Sabrina Amiel Kalish (2004) "Effects of instructor immediacy and student need for cognition on student motivation and perceptions of learning" This study built on previous literature linking instructor immediacy, student motivation, and student learning. The purpose of this research was to examine main and interaction effects of instructor immediacy and student trait motivation on student state motivation and cognitive learning. A main effect of instructor nonverbal immediacy on student state motivation and cognitive learning was found to be statistically significant. Further exploratory research did not yield statistical significance for a main effect of trait motivation, as measured by need for cognition, on student state motivation and cognitive learning, nor an interaction effect of immediacy and trait motivation on both state motivation and cognitive learning.

James C.McCroskey et. al (1996) Nonverbal Immediacy and Cognitive Learning: A Cross-Cultural Investigation" The current research was based on data drawn from the cultures of Australia, Finland, and Puerto Rico as well as the dominant United States culture. The direction of the relationship between n immediacy and perceived cognitive learning did not differ among the cultures studied (a very positive relationship Exists within each culture). However, the magnitude of the relationships varied substantially. The results support the theory that in highly immediate Cultures the expectations for immediate teacher behavior are very high and violations of those expectations by being less immediate may be very detrimental to cognitive learning. On the other hand, in less immediate cultures where expectations for immediacy are low, the violation of those expectations by being more immediate may have strong positive effects on cognitive learning.

CHAPTER 3

METHODOLOGY

3.1) SELECTION OF SUBJECTS

For fulfilling the purpose of the study, 1000 samples will be selected randomly from bachelor degree students who is studying physical education subject in their course from different arts and science colleges, located in the Kerala. The selection of students will be from those who have opted physical education subject as an optional subject in their course. The participants' age range will be 17 to 25.

3.2) SELECTION OF VARIABLES

The purpose of this study the following variables were selected:

- Teachers' nonverbal immediacy.
- Students' intrinsic and eccentric academic motivation.
- Students perceived affective learning.
- Evaluation of teacher performance.

3.3) PROCEDURE

This research will explore possible correlations between teachers' nonverbal immediacy behavior and students' academic motivation, perceived Affective learning and evaluation of teacher performance. Three questionnaires will be administrated in each student. Students will be asked to think about the class of physical education instructor and complete the questionnaire with that individual in mind. This technique has been successfully used in previous studies to access student responses to a wide variety of instructors (e.g., McCroskey et al., 1995; Richmond, McCroskey, & Johnson, 2003; Roach et al., 2005). The data collection will be anonymous in order to satisfy the reliable data collection.

Nonverbal Immediacy Scale – Observer Report (Richmond et al., 2003) and affective learning scale (McCroskey et al.,1985) will be administrated to find out correlation between teachers' nonverbal immediacy and students perceived affective learning and teachers evaluation. This study also sought to determine if a relationship exists between teachers' nonverbal immediacy

and students' academic motivation. Academic motivation scale (Vallerand, 1992) will be administrated to find students' intrinsic and eccentric academic motivation.

3.4) RESEARCH DESIGN

Random sampling method will be used to collect the data. There are 195 arts and science colleges which offers physical education as an optional subject. About 4000 students have been opted physical education as an optional subject in their bachelor degree course. Nonverbal Immediacy Scale – Observer Report (Richmond et al., 2003) Academic motivation scale (Vallerand, 1992) and affective learning scale (McCroskey et al) will be administrated among students. "Physical education" instructors' nonverbal immediacy will be evaluated by 5th semester bachelor degree students who have opted physical education as an optional subject.

3.5) CRITERION MEASURES

Nonverbal Immediacy Scale-Observer Report (NIS-O) (Richmond et al., 2003)

This is the most up-to-date measure of nonverbal immediacy as an other- or observer-report. Earlier measures have had problematic alpha reliability estimates. This instrument may be used for any target person (most earlier measures were designed only for observations of teachers). Alpha reliability estimates around .90 should be expected. This measure also has more face validity than previous instruments because it has more and more diverse items. Its predictive validity is also excellent. When using this instrument it is important to recognize that the difference in these observer-reports between females and males is not statistically different.

Hence, it is unnecessary to employ biological sex of the person completing the instrument in data analyses involving this instrument. It is recommended that the COMBINED norms be employed in interpreting the results employing this instrument. However, sex differences of the target persons on whom the instrument is completed may be meaningful. This possibility has not been explored in the research to date (September, 2003).

Academic Motivation Scale (AMS-C 28) College Version (Vallerand, 1992).

The data collection tool for this study is tests of academic motivation (Vallerand, 1992).This scale is designed based on the theory of autonomy (self-regulation)and three main

dimensions of motivation examined namely: intrinsic motivation, external motivation and amotivation. This scale has 28 questions and by Vallerand in 1992, has been translated from French into English. This test have 7 scale that 3 of them related to the intrinsic motivation (to know, move to progress and stimulus experience),3 relating to the external motivation (homologize,projection, extrinsic regulation)and a scale relevant to a amotivational. Academic motivation scale include 28and 4 term is dedicated to each subscale. This test is a self-report and test subjects should be determine a 7-degree Likert scale (from never = 1 to completely = 7) .That any of mentioned words to w hat extent to her reasons going to college. Vallerand has reported Cronbach's alpha coefficient of academic motivation test subscale between 0/83 To 0/86.Subscale alpha coefficient of homologize external motivationisn't in this range and was 62%.Validity coefficient obtained from Test-retest method academic motivation subscale test has been reported Distance a month between 0/71to0/83.Results of confirmed factor analysis, structure of 7-factor scale proved and it showed that Academic motivation scale is good assess validity.

Measuring Affective Learning and Instructors Evaluation (McCroskey et al. 1985).

Measuring affective learning and instructors evaluation created by McCroskey et al. (1985). The scale was later modified by Gorham (1988) to delineate between the affective and behavioral learning components. It is consists of 16 items and asks participants to rate their levels of affect for the course content, course instructor and behaviors recommended in the course. Students respond using four 7-point bipolar adjective subscales (bad/good, valuable/worthless, unfair/fair, positive/negative). Previous reliability coefficients of .96 have been reported for the summed scale (Ellis, 2004, Gorham, 1988).

3.6) RELIABILITY AND VALIDITY

Nonverbal Immediacy Scale-Observer Report (NIS-O)

Richmond et al.'s (2003) NIS. The instrument uses 26 items—13 positively worded items and 13 negatively worded items—to which participants respond on a 5-point Likert-type scale. The NIS has reported reliabilities of .90 (Richmond et al., 2003). This measure also has more face validity than previous instruments because it has more and more diverse items. Its predictive validity is also excellent.

Academic Motivation Scale (AMS-C 28) College Version

Vallerand, (1992) Academic motivation scale include 28and 4 term is dedicated to each subscale. This test is a self-report and test subjects should be determine a 7-degree Likert scale (from never = 1 to completely = 7). Vallerand has reported Cronbach's alpha coefficient of academic motivation test subscale between 0.83 to 0.86.Subscale alpha coefficient of homologize external motivationisn't in this range and was 62%. Structure of 7-factor scale proved and it showed that Academic motivation scale is good assess validity.

Measuring Affective Learning and Instructors Evaluation

McCroskey et al (1985). It is consists of 16 items and asks participants to rate their levels of affect for the course content, course instructor and behaviors recommended in the course. Students respond using four 7-point bipolar adjective subscales (bad/good, valuable/worthless, unfair/fair, positive/negative). Previous reliability coefficients of .96 have been reported for the summed scale (Ellis, 2004, Gorham, 1988). Its predictive validity is excellent.

3.7) COLLECTION OF DATA

- Nonverbal Immediacy Scale-Observer Report (NIS-O),
- Academic Motivation Scale (AMS-C 28) College Version
- Measuring Affective Learning and Instructors Evaluation.

3.8) STATISTICAL TECHNIQUE

In order to investigate the relationships between teachers' nonverbal immediacy behavior and students' academic motivation, perceived affective learning and evaluation of teacher performance. Correlation coefficient technique will be applied and in order to see the effect of teachers' nonverbal immediacy behavior on students' academic motivation, perceived affective learning and evaluation of teachers' performance. The level of significance was set at 0.05.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Introduction

The current chapter analyses the data and gives the result of the study. The details of the statistical tool and the interpretation of the data will be explained in detail in this chapter. Hypothesis stated in chapter 1 will be tested. Further the result will be discussed and justified with sound reasoning. Analysis is made with the help of SPSS

4.2 Descriptive analysis

Descriptive Analysis of the Data collected will be done with the help of SPSS. Percentile norms will be calculated with the help of the data collected. Relationship of variables will be examined with help of Correlation coefficient technique.

4.3 Hypothesis Testing

The researcher stated that hypothesis is needed for statistical reasons. The testing of it will be done.

4.3 Discussion

After the comparison of the data is done, the result will be discussed in detail.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter will summarizes in short the entire research work done for the current topic. Along with its presents the major findings of the study and the conclusions will be drawn based on the interpretation and findings. Further it puts forth the recommendations for further research work which can be carried out.

5.2 Summary

The purpose of the study is to determine the relationships between students' perception of teachers' nonverbal immediacy and students' academic motivation, perceived affective learning and teachers' performance among Bachelor of Physical Education (B.P.Ed) students in Kerala?

5.3 Major Findings

After analysis of the data collected its major findings will be presented in this sub-topic

5.4 Conclusion

- Conclusions of the Research topic will be discussed here.
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5.5 Recommendations

Recommendations for future research will me mentioned here.

6. Time Management of Research:

a) Research Planning/ Synopsis- May 2016

b) Study of Reference/ Data Material-	June 2016 to September 2016
c) Selection of Sampling-	October 2016 to December 2016
d) Collection of Data-	January 2017 to June 2017
e) Testing of Hypothesis-	June 2017 to August 2017
f) Preparation of Thesis-	September 2017 to December 2017
g) Necessary Correction of Thesis-	January 2018 to July 2018
h) Report/Thesis submitted to the University-	August 2018

Chapterization

1: Introduction

2: Review of Related Literature

3: Research Methodology

4: Data Analysis and Interpretation

5: Summary, Conclusion and Recommendations of the Study

Appendix

Bibliography

Research Guide

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